

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCSE  
in History A (5HA02)

Paper 02

Unit 2: Modern World Depth Study:  
The USA, 1919–41

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Summer 2016

Publications Code 5HA02\_2c\_1606\_MS

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

### Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**  
Start with the presumption that the mark will be the higher of the two.  
An answer which is poorly supported gets the lower mark.
- **3 mark bands**  
Start with a presumption that the mark will be the middle of the three.  
An answer which is poorly supported gets the lower mark.  
An answer which is well supported gets the higher mark.
- **4 mark bands**  
Start with a presumption that the mark will be the upper middle mark of the four.  
An answer which is poorly supported gets a lower mark.  
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

### Quality of Written Communication (QWC)

- Mark schemes will indicate within the table where, and which, strands of QWC are being assessed. The strands are as follows:
  - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
  - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
  - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## **Spelling, Punctuation and Grammar (SPaG) marking guidance**

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, ie if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

Question Number		
<b>1 (a)</b>		<p>What can you learn from Source A about President Roosevelt?</p> <p><b>Target:</b> source comprehension, inference and inference support (AO3).</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1</b>	<p><b>Candidates do no more than copy/paraphrase the source.</b></p> <p><i>e.g. I can learn that Roosevelt decided to change the Supreme Court so that it could no longer block his laws.</i></p>
<b>2</b>	<b>2–3</b>	<p><b>Unsupported inference(s).</b></p> <p>An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p><i>e.g. I can learn that Roosevelt was a very determined man.</i></p> <ul style="list-style-type: none"> <li>• 2 marks for one unsupported inference.</li> <li>• 3 marks for two unsupported inferences.</li> </ul>
<b>3</b>	<b>4</b>	<p><b>Supported inference(s).</b></p> <p>A supported inference is one which uses detail from the source to prove the inference.</p> <p><i>e.g. I can learn that Roosevelt was a very determined man. I know this because the source tells us that he decided to change the Supreme Court so that it could not stop him passing his laws.</i></p>

Question Number		
<b>1 (b)</b>		Describe the key features of advertising in the USA in the 1920s.  <b>Target:</b> knowledge recall and selection, key features and characteristics of the periods studied (AO1/AO2).
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<b>Simple statement(s).</b>  <i>e.g. Advertising was really important in the 1920s. There was a lot of advertising.</i>  <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul>
<b>2</b>	<b>4–6</b>	<b>Developed statement(s).</b> A developed statement is a simple statement supported by factual detail.  <i>e.g. One important feature of advertising was that it could be seen everywhere. It was in newspapers and magazines so that people saw it when they sat down to read. It was also on billboards, in shop windows and painted on the sides of houses. As the number of radios in the USA grew, so advertising on the radio became common.</i>  <i>Another feature of advertising was that it provided an important stimulus for the economic boom of the 1920s...</i>  <ul style="list-style-type: none"> <li>• 4–5 marks for one developed statement, according to the degree of support.</li> <li>• 5–6 marks for two or more developed statements.</li> </ul>

Question Number		
<b>1 (c)</b>		<p>Explain the effects of racism in the USA in the 1920s.</p> <p><b>Target:</b> knowledge recall and selection, consequence within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–2</b>	<p><b>Simple or generalised statement(s) of consequences.</b> The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. There was a lot of racism in the USA in the 1920s. This was because there was a lot of immigration.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple or generalised statement.</li> <li>• 2 marks for two or more simple or generalised statements.</li> </ul>
<b>2</b>	<b>3–5</b>	<p><b>Developed statement(s) of consequences.</b> The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g. The effects of racism in the USA in the 1920s were that people were treated unfairly. In the South 'Jim Crow' laws enforced segregation and the Ku Klux Klan was powerful. In some states the police, the law courts and the local government all had people who were members of the Klan.</i></p> <ul style="list-style-type: none"> <li>• 3–4 marks for one developed statement.</li> <li>• 4–5 marks for two or more developed statements.</li> </ul>
<b>3</b>	<b>6–8</b>	<p><b>Developed explanation of consequences.</b> An explanation of one or more consequences, supported by selected knowledge.</p> <p><i>e.g. Racism had the effect of turning the USA into a divided society. The Ku Klux Klan was so influential in the South that it helped ensure society was run by White people for White people. Black people were mistreated and there was inequality in the law. This could be seen in lynchings and unfair trials like that of Sacco and Vanzetti. There were even geographical divisions as racism in the north was much less common than the south and millions of Black people moved from the south to the north to get fairer treatment.</i></p> <ul style="list-style-type: none"> <li>• 6 marks for one explained statement.</li> <li>• 7–8 marks for two or more explained statements.</li> <li>• 8 marks for answers which show links between factors.</li> </ul>



Question Number		
<b>1 (d)</b>		<p>Explain why gangsterism grew in the 1920s in the USA.</p> <p><b>Target:</b> knowledge recall and selection, causation within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–2</b>	<p><b>Simple or generalised statement(s) of causation.</b></p> <p><i>e.g. In the 1920s there was a lot of gangsterism. The gangs were a real threat to law and order.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple or generalised statement.</li> <li>• 2 marks for two or more simple or generalised statements.</li> </ul>
<b>2</b>	<b>3–5</b>	<p><b>Developed statement(s) of causation.</b></p> <p>The candidate supports statement(s) with relevant contextual knowledge.</p> <p><i>e.g. During the 1920s, the number of gangs in the USA grew rapidly. Gangs led by people such as Al Capone became involved in the illegal drinks trade. They did this because there were huge profits to be made from supplying alcohol. Al Capone is believed to have made \$60m in just one year (1927) from supplying alcohol.</i></p> <ul style="list-style-type: none"> <li>• 3–4 marks for one developed cause.</li> <li>• 4–5 marks for two or more developed causes.</li> </ul>
<b>3</b>	<b>6–8</b>	<p><b>Developed explanation of causation.</b></p> <p>The candidate explains why the cause(s) brought about the stated outcome.</p> <p><i>e.g. Gangsterism grew in the 1920s because there was so much money that could be made from running illegal practices like supplying alcohol or running gambling dens. Because these practices were so profitable, the gang leaders would employ gang members as a form of 'private army' to stop other gangs stealing their business.</i></p> <p><i>Another reason why gangs grew was because there was little genuine effort to stamp them out. There was so much money being made that gang leaders could bribe the police, the judges and even the politicians who made the laws...</i></p> <ul style="list-style-type: none"> <li>• 6 marks for one cause linked to outcome.</li> <li>• 7–8 marks for two or more causes linked to outcome.</li> <li>• 8 marks for answers which prioritise causes or demonstrate how they combined to produce the outcome.</li> </ul>

Question Number		
<b>2 (a)</b>		<p>Explain how the lives of people in the USA changed during the presidency of Hoover in the years 1929-33.</p> <p><b>Target:</b> knowledge recall and selection, change within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–2</b>	<p><b>Simple or generalised statement(s) of change.</b></p> <p><i>e.g. Their lives changed dramatically.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two or more simple statements.</li> </ul>
<b>2</b>	<b>3–5</b>	<p><b>Developed statement(s) of change.</b></p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g. Their lives changed dramatically. Banks lost money as they invested in Wall St. The banks called in their loans to businesses, and both banks and some companies had to shut down. Unemployment went from 1.5 million in 1929 to 12.8 million in 1932. Many people lost their houses and some had to live in Hoovervilles.</i></p> <ul style="list-style-type: none"> <li>• 3–4 marks for one developed statement.</li> <li>• 4–5 marks for two or more developed statements.</li> </ul>
<b>3</b>	<b>6–8</b>	<p><b>Developed explanation of change.</b></p> <p>An explanation of one or more changes, supported by selected knowledge.</p> <p><i>e.g. Their lives changed dramatically because the Wall St Crash destroyed the American dream. Before the Crash America was seen as the land of opportunity and many people benefitted from the economic boom. When the Crash came many investors who had bought on the margin lost their money. Banks too lost money as they invested in Wall St. The banks called in their loans to businesses and both banks and some companies had to shut down. Unemployment went from 1.5 million in 1929 to 12.8 million in 1932. The dream was over. Hoover's government didn't seem to be able to help and people lost faith in the government...</i></p> <ul style="list-style-type: none"> <li>• 6–7 marks for one explained change.</li> <li>• 7–8 marks for two or more explained changes.</li> <li>• 8 marks for answers which prioritise changes or show links between them.</li> </ul>

Question Number		
<b>2 (b)</b>		<p>Explain how the economy of the USA in the years 1939-41 was changed by the outbreak of the Second World War in Europe.</p> <p><b>Target:</b> knowledge recall and selection, change within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–2</b>	<p><b>Simple or generalised statement(s) of change.</b></p> <p><i>e.g. It made a big difference to the US economy. It helped complete Roosevelt's work.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two or more simple statements.</li> </ul>
<b>2</b>	<b>3–5</b>	<p><b>Developed statement(s) of change.</b></p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g. Although America did not enter the war until 1941, it had been supplying arms, ammunition and food to the Allies since the outbreak of war through a system called lend-lease since 1940. The sale of these items stimulated the US economy.</i></p> <ul style="list-style-type: none"> <li>• 3–4 marks for one developed statement.</li> <li>• 4–5 marks for two or more developed statements.</li> </ul>
<b>3</b>	<b>6–8</b>	<p><b>Developed explanation of change.</b></p> <p>An explanation of one or more changes, supported by selected knowledge.</p> <p><i>e.g. The outbreak of the Second World War provided a stimulus to Roosevelt's policies at a time when some were having doubts about whether they were really working. Although America did not enter the war until 1941, it had been supplying arms, ammunition and food to the Allies since the outbreak of war through a system called lend-lease. The sale of these items stimulated the US economy. Even before the USA entered the war in 1941, there was a big rearmament programme and many men joined the army. So unemployment dropped and the economy picked up. So you could say that the outbreak of war completed what Roosevelt started and enabled him to go down in history as the man who saved the American economy...</i></p> <ul style="list-style-type: none"> <li>• 6–7 marks for one explained change.</li> <li>• 7–8 marks for two or more explained changes.</li> <li>• 8 marks for answers which prioritise changes or show links between them.</li> </ul>

Question Number		
<b>3 (a)</b>		<p>Was the Agricultural Adjustment Act (AAA) the most important agency set up by President Roosevelt in the years 1933-35?</p> <p>Explain your answer.</p> <p style="text-align: right;">(16)</p>
		<p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• The Agricultural Adjustment Act (AAA)</li> <li>• The Tennessee Valley Authority (TVA)</li> </ul> <p>You must also include information of your own.</p>
		<p><b>Target:</b> knowledge recall and selection, analysis of consequence within a historical context (AO1/AO2).  <b>Assessing QWC i-ii-iii:</b> for the highest mark in a level <b>all</b> criteria for the level, including those for QWC, must be met.  <b>Spelling, punctuation and grammar (SPaG):</b> up to 4 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<p><b>Simple or generalised statements of consequence.</b> The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>At this level candidates will</p> <ul style="list-style-type: none"> <li>• agree or disagree without development</li> <li>• write on the stimulus points or other consequences without specific detail.</li> </ul> <p><i>e.g. When Roosevelt came in to power the American economy was in a terrible way and unemployment was very high. So he immediately introduced a series of measures called the Alphabet laws.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>4–7</b>	<p><b>Developed statements of consequence.</b> Developed statements which agree and/or disagree with the question. These answers provide detail, but do not explain the consequences.</p> <ul style="list-style-type: none"> <li>• 4–5 marks for developing one agency.</li> <li>• 5–6 marks for developing two agencies.</li> <li>• 6–7 marks for developing three agencies.</li> </ul> <p><i>e.g. He set up the Tennessee Valley Authority to run land development in the Tennessee Valley, an area of over 100,000 km<sup>2</sup> in seven states. Part of the scheme was to build dams to make electricity which produced power for all 7 states, including rural areas that had previously not had electricity.</i></p>

<p style="text-align: center;"><b>QWC i-ii-iii</b></p>		<p><i>In 1933 the Reforestation Relief Act set up the Civilian Conservation Corps. Young men aged 17-23 volunteered to join the organisation and were sent to camps to work on replanting forests, digging ditches and repairing reservoirs. The camps were run by the army and workers earned \$30 a month.</i></p> <p>Maximum 6 marks for answers that do not detail a consequence in addition to those prompted by the stimulus material, for example the CCC.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>QWC i-ii-iii</b></p>	<p style="text-align: center;"><b>8–12</b></p>	<p><b>Developed explanation of consequence.</b> Developed explanation of consequences, agreeing and/or disagreeing with the question.</p> <ul style="list-style-type: none"> <li>• 8–9 marks for importance of one agency explained.</li> <li>• 9–10 marks for importance two agencies explained.</li> <li>• 11–12 marks for importance of three or more agencies explained.</li> </ul> <p><i>e.g. He set up the Tennessee Valley Authority to run land development in the Tennessee Valley, an area of over 100,000 km<sup>2</sup> in seven states. Part of the scheme was to build dams to make electricity which produced power for all 7 states, including rural areas that had previously not had electricity. This was an important scheme because it stimulated the economy of the area and also brought electricity to areas where it had previously not existed. Perhaps even more importantly, it was a major scheme which only the Federal Government could have carried out and so helped restore confidence in the government.</i></p> <p><i>In 1933 the Reforestation Relief Act set up the Civilian Conservation Corps. Young men aged 17-23 volunteered to join the organisation and were sent to camps to work on replanting forests, digging ditches and repairing reservoirs. The camps were run by the army and workers earned \$30 a month. This was a really important measure because it gave people hope. It was important that young men were not hanging around on street corners feeling disaffected. The CCC gave them work, kept them fit and kept their morale up.</i></p> <p>Maximum 10 marks for answers that do not explain a consequence beyond those prompted by the stimulus material, for example the CCC.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>

<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>QWC i-ii-iii</b></p>	<p style="text-align: center;"><b>13–16</b></p>	<p><b>Prioritises consequences or sees link between them.</b></p> <p>This considers the relationship between a range of consequences. (This level can be achieved only if the response has explained at least three consequences and has made explicit comparisons of the relative importance of two of them in coming to a judgement.)</p> <ul style="list-style-type: none"> <li>• 13-14 marks for judgement of the relative importance of two factors</li> </ul> <p><i>e.g. As Level 3 plus explaining why the impact of the CCC was more important than the impact of the TVA.</i></p> <p><i>...I think the CCC was more important because it was much more widespread and would have a greater long-term impact. If it could help create a feeling of optimism amongst young people I think that is more important than providing power-even if it is to 7 states...</i></p> <ul style="list-style-type: none"> <li>• 15–16 marks for judgement of the relative importance of more than two factors or considers context of impact e.g. AAA very important to farmers, but CCC important to workers in general.</li> </ul> <p><i>e.g. As Level 3 plus explaining why the CCC war was more important than the TVA but less important than the AAA.</i></p> <p><i>I think the CCC was more important because it was much more widespread and would have a greater long-term impact. If it could help create a feeling of optimism amongst young people I think that is more important than providing power-even if it is to 7 states...But by that measure you would have to say that the AAA was more important than either of them because it applied to the whole farming community and farming was the backbone of the US.</i></p> <p><b>NB: No access to Level 4 for answers which do not explore an aspect beyond those prompted by the stimulus material, for example the CCC.</b></p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
Marks for SPaG		
Performance	Mark	Descriptor
	<b>0</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	<b>1</b>	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate	<b>2–3</b>	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	<b>4</b>	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number		
<b>3 (b)</b>		Was overproduction in agriculture the most important economic impact of the First World War on the USA in the years 1919-28?  Explain your answer.  <p style="text-align: right;">(16)</p>
		You may use the following in your answer.  <ul style="list-style-type: none"> <li>• Overproduction in agriculture</li> <li>• Mass production</li> </ul> <p>You must also include information of your own.</p>
		<b>Target:</b> knowledge recall and selection, analysis of consequence within a historical context (AO1/AO2). <b>Assessing QWC i-ii-iii:</b> for the highest mark in a level <b>all</b> criteria for the level, including those for QWC, must be met. <b>Spelling, punctuation and grammar (SPaG):</b> up to 4 additional marks will be awarded for SPaG.
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<b>Simple or generalised statements of consequence.</b> The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.  At this level candidates will <ul style="list-style-type: none"> <li>• agree or disagree without development</li> <li>• write on the stimulus points or other consequences without specific detail.</li> </ul> <p><i>e.g. During the First World War the economies of Europe were in a bad way because of all the fighting. American businesses did well, but when the war ended things changed.</i></p>
<b>QWC i-ii-iii</b>		Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.
<b>2</b>	<b>4–7</b>	<b>Developed statements of consequence.</b> Developed statements which agree and/or disagree with the question. These answers provide detail, but do not explain the consequences.  <ul style="list-style-type: none"> <li>• 4–5 marks for developing one consequence.</li> <li>• 5–6 marks for developing two consequences.</li> <li>• 6–7 marks for developing three consequences.</li> </ul> <p><i>e.g. During the war there were shortages of food in Europe as men were involved in fighting, rather than farming. US</i></p>



<p><b>QWC</b> <b>i-ii-iii</b></p>		<p><i>farmers extended their farms and often bought new machinery or extra land. Prices were high and farmers did well. But when the European farms recovered after the war farmers found themselves in difficulties.</i></p> <p><i>US industry also did well. The US had suffered no war damage and so its factories had not been damaged and there was not a shortage of labour. So when Europe began to recover US industry was able to supply quickly and cheaply and this meant full employment and good wages. But after the war industries such as coal and shipbuilding had problems.</i></p> <p>Maximum 6 marks for answers that do not detail a consequence in addition to those prompted by the stimulus material, for example problems in old manufacturing industries.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p><b>3</b></p>	<p><b>8–12</b></p>	<p><b>Developed explanation of consequence.</b> Developed explanation of consequences, agreeing and/or disagreeing with the question.</p> <ul style="list-style-type: none"> <li>• 8–9 marks for one consequence explained.</li> <li>• 9–10 marks for two consequences explained.</li> <li>• 11–12 marks for three or more consequences explained.</li> </ul> <p><i>e.g. During the war there were shortages of food in Europe as men were involved in fighting, rather than farming. US farmers extended their farms and often bought new machinery or extra land. Prices were high and farmers did well. But when the European farms recovered after the war farmers found themselves in difficulties. The impact of the war was important because it created significant problems for the farming industry in the long run. The prosperity of the war years actually led to over-production and a decline in the prosperity of farmers which lasted several decades.</i></p> <p><i>US industry also did well. The US had suffered no war damage and so its factories had not been damaged and there was not a shortage of labour. So when Europe began to recover US industry was able to supply quickly and cheaply and this meant full employment and good wages. But after the war industries such as coal and shipbuilding had problems. There was less demand for manufactured products and companies began reducing wages. This led to strikes and discontent. The government's policy of laissez-faire meant it didn't intervene so things got worse.</i></p> <p>Maximum 10 marks for answers that do not explain a</p>

<p><b>QWC i-ii-iii</b></p>		<p>consequence beyond those prompted by the stimulus material, for example problems in the old manufacturing industries,</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p><b>4</b></p> <p><b>QWC i-ii-iii</b></p>	<p><b>13–16</b></p>	<p><b>Prioritises consequences or sees link between them.</b></p> <p>This considers the relationship between a range of consequences. (This level can be achieved only if the response has explained at least three consequences and has made explicit comparisons of the relative importance of two of them in coming to a judgement.)</p> <ul style="list-style-type: none"> <li>• 13-14 marks for judgement of the relative importance of two factors</li> </ul> <p><i>e.g.</i> As Level 3 plus explaining why the creation of difficulties for farmers was more important than the stimulation of industry created by mass production.</p> <p>...Although the growth of mass production did have a positive impact on the American industry in the 1920s, it is not as important as the decline in agriculture caused by overproduction because many farmers never recovered from that.</p> <ul style="list-style-type: none"> <li>• 15–16 marks for judgement of the relative importance of more than two factors</li> </ul> <p><i>e.g.</i> As Level 3 plus explaining why the creation of difficulties was more important than the problems in the old manufacturing industries or the stimulation brought about by the introduction of mass production.</p> <p><b>NB: No access to Level 4 for answers which do not explore an aspect beyond those prompted by the stimulus material, for example problems in the old manufacturing industries.</b></p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>

		Marks for SPaG
Performance	Mark	Descriptor
	<b>0</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	<b>1</b>	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	<b>2–3</b>	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	<b>4</b>	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.